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ABSTRACT

Life Experience Units are presented as an approach to teaching educable mentally retarded children; direction for the development of units is also considered. A general discussion of curriculum for the retarded discusses the role of the teacher in material preparation and use. Five criticisms of the unit method are stated and six core areas of learning experience are described: communication skills, arithmetic concepts, social competencies, health, safety, and vocational skills. Steps to writing units focus on the adaptation of practical, everyday experiences, preliminary evaluation of the potential of the unit, objectives, subunits, core activities, resource material, and vocabulary. A suggested format for the preparation of lesson plans contains space to list objectives, activities, resources, and experience charts. A sample format is provided; also provided is a starter unit on grooming which includes 10 lessons. (RK)

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Special Education Curriculum Development Center —*an in-service training approach*

Guidelines
For the Development of
LIFE EXPERIENCE UNITS
Applicable for use in Special Classes
For the Educable Mentally Retarded

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A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE UNIVERSITY OF IOWA

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

Guidelines
For the Development of
LIFE EXPERIENCE UNITS
Applicable for use in Special Classes
For the Educable Mentally Retarded

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NOTE: All Life Experience Units prepared by the Special Education Curriculum Development Center are written in accordance with the guidelines suggested in this document. This guide is a modification of material prepared by Edward Meyen for use in a course in the teacher training program and is not to be reproduced without permission from the author.

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Preface

Please Read

During the 1967-68 school year a number of curriculum publications have been developed and disseminated by the Special Education Curriculum Development Center. In general these materials have been designed to assist teachers in determining appropriate curriculum content and to provide them with suggested resource material. A basic feature of the publications has been an emphasis on the use of Life Experience Units. In most cases starter units have been included rather than complete units. The intent of the starter unit is to provide teachers with sample lessons and enough direction to assist them in the development of a more extensive unit applicable to their own class.

All starter units are developed according to a uniform format. The purpose of this document is to illustrate the format used by SECDC and to clarify the suggested developmental steps. A sample starter unit is also included. Hopefully the use of this guide will make use of SECDC publications more meaningful.

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PART I

INTRODUCTION

The purpose of this guide is to present "Life Experience Units" as a valuable approach to teaching educable mentally retarded children and to offer some direction for the development of units. This approach is neither unilateral nor intended to suggest a new set of objectives. Rather it is based on the premise that the development of Life Experience Units for use in teaching the mentally retarded must be more than collecting information on a particular theme and structuring accompanying activities and group assignments.

Any discussion of unit teaching for the mentally retarded must be couched in broader curriculum considerations. Inherent in these considerations should be a clarification of the emphasis to be given to unit teaching in the educational program and the structuring of units which reflect both scope and sequence in the presentation of information and the teaching of basic skills. Unless these considerations are viewed as conditions to be met, teachers risk the formulation of isolated instructional experiences which may or may not be relevant to the educational programs appropriate to the needs of the mentally retarded.

All too often units are taught because the teacher is interested in a specific topic or because considerable resource material happens to be available. The utilization of ill-prepared units or the employment of mediocre teaching practices will more than likely result in students sharing a minimum amount of information about a topic which could potentially be developed into a more comprehensive and meaningful learning experience. The intent of this guide is to present basic

information on an organizational structure for employment of units in teaching the mentally retarded, offering direction in the development of experience units and suggesting guidelines relative to the organization of Life Experience Units into a sequential year's program of work.

Curriculum Consideration

In developing an educational program to meet the needs of a local community, the school assumes responsibility for structuring a differentiated curriculum to accommodate the needs of all educable mentally retarded children. The significance of this task becomes apparent when one considers the varied learning problems of children and the different roles they will fulfill as adults. As a curriculum innovation, the organization of special classes for educable mentally retarded children is an administrative consideration and accomplishes little more than to reduce the range of abilities and the number of children enrolled in a given class unless the instructional program developed by the teacher is commensurate with the needs of the pupils.

While questions exist in the minds of some educators relative to whether or not the teaching of trainable mentally retarded is education, the situation is clear in terms of the higher functioning educable mentally retarded child. Education as a product will be basically the same for the educable as it is for his more able peers. When education is considered in terms of its influences on the lives of people, it becomes apparent that the significance of what is taught is in general measured by the degree to which it is later applied by the learner. The higher the correlation between what is taught and its application later in life, the more successful the educational system -- assuming that correct decisions have been made in curriculum planning. If the

mentally retarded are truly different in their rate of learning and their capacity to learn, then these differences should be reflected in "what" and "how" children in special classes are taught.

The justification for special classes is often credited to the ineffectiveness of the regular class curriculum in educating the mentally retarded. This rationale is based on the premise that the academic orientation which typifies the curriculum in general education is not appropriate to the educational needs of the mentally retarded. Those who support this view feel that educational outcomes for the mentally retarded must be more than academic achievement in basic skills. They acknowledge that the curriculum should emphasize the practical application of basic skills, however, they stress that considerable emphasis should also be given to social development, improvement of self-concept, and adaptability of the individual. While there tends to be general agreement on this philosophy, little consistency is reflected in the instructional programs implemented in special classes. Teachers vary in terms of how they perceive the curriculum for the educable mentally retarded; consequently, considerable variance exists in the content and scope of basic skills incorporated in these instructional programs.

In general, there is agreement on the philosophy that the program should be practical, have high utility value, and be geared to the functioning level of the child. However, in observing a number of special class teachers the contrast between the expressed goals and objectives for teaching the mentally retarded and what is actually included in the curriculum becomes apparent. In some cases it is difficult to differentiate between what the child receives in special class and the experiences offered in the regular program. Most of

the contrast between practice and beliefs is influenced by the orientation of the teacher and the inconsistency in teacher training programs.

Because of their previous experience in teaching "normal children" in regular grades, teachers often find it difficult to change their expectations of pupil achievement and to alter their teaching methods accordingly. The lack of prepared materials for use with the mentally retarded and unrealistic expectations on the part of some administrators also contribute to the dilemma which surrounds curriculum development. The inconsistencies in instructional practices in special classes can possibly be explained in terms of the lack of a single proven approach to teaching the mentally retarded. In spite of the vast amount of experience that has been accumulated in teaching these students and the research carried out, a single, proven approach which results in the mentally retarded child functioning at the level expected for his mental age has not been developed. In reality, no one approach seems to work best for all teachers. Consequently, teachers tend to experiment with different methods and ultimately use the one which works best for them. Such approaches range from a watered down version of the regular curriculum to complete reliance on unit teaching. Although special educators are sensitive to the situation, considerable differences in opinion exist relative to which specific techniques are most effective in teaching the mentally retarded. There is probably more agreement on the kinds of information that should be taught to the retarded and the type of social being he should become than there is on how the funcamental skills should be taught.

The major factor in the success of any given approach is motivation. The approach which typically works best with the mentally

retarded is one which allows the teacher to structure experiences which appeal to the students and which "makes sense" to them. Unlike the third grade teachers who have available to them well researched and expertly designed texts, teacher's manual, and supplementary material, special class teachers must rely on their own ability to modify and/or develop their own materials. Materials used in regular classes certainly have value for use with the mentally retarded. However, it must be remembered that while in the regular class the retarded child failed to profit from these same materials. The retarded child often brings to the special class negative attitudes toward particular materials he had been using as well as toward school in general. The child tends to generalize these attitudes to whatever constitutes his concept of school. The problem is further complicated by the limited scope of most programs for retarded children and the lack of methods research.

It appears that much confusion centers on realistic expectations for the mentally retarded child's performance in the areas of reading and arithmetic. The minimal emphasis given to academic skills, in contrast to the stressing of social development and vocational skills, has resulted in failure on the part of special education to spell out the basic skills essential to the curriculum of the mentally retarded. At the same time, however, competency in reading and arithmetic is acknowledged as essential to independent living. Because of the concern for social development, there is a tendency on the part of many teachers to relax their concern for the teaching of basic skills. In some cases they take the other extreme and initiate formal instruction in these skills too early. They overlook the factor of readiness and introduce concepts to the retarded student before he is capable of coping with

them. When this happens, emotional problems may develop or the child learns unrelated parts of what should be a sequential development. The consequences of this error are great. First of all, learning under these conditions is inefficient and, secondly, the techniques and materials used with the child before he is ready will not be as effective the second time. On the other extreme is the problem of a prolonged readiness program; it has been found in some studies that too much time can be devoted to readiness. These factors suggest that even though the teaching of academic skills may not be the major portion of the curriculum for the mentally retarded, teachers must carefully consider the scope and sequence of basic skills regardless of the approach they may take in their techniques.

Since the purpose of special classes is to improve the benefits derived by retarded children from instruction and to maximize their effectiveness as adults, it is obvious that the curriculum is the key to a successful program. A final curriculum consideration which is germane to programming for the educable mentally retarded relates to the influences of social class on how children view the experiences they receive at school. A large percent of the children enrolled in special classes for the educable mentally retarded come from socially deprived backgrounds. In the main, these children from lower class homes in which the lack of stimulation and insufficient opportunities have greatly influenced their intellectual performance. The materials and experiences typically provided through public schools are geared toward the child from the middle class. The child in the lower class is concerned with the present; he needs to see immediate application for the skills that the teacher is attempting to develop as well as the information she is teaching. He is not inclined to be interested in experience for the

sake of learning, nor is he aware of the cumulative factors of education in terms of future application. Because of the large portion of children in special classes from deprived backgrounds, the special class teacher must be very conscious of the attitudes and needs of this group. The selection of techniques and materials should reflect this consideration. The program employed by the teacher must be flexible and designed to capitalize on the experiences which are relevant to these children. She must also refrain from attempting to impose discipline and teaching techniques which are geared for the middle class but not appropriate for this group. The teacher should be sensitive to what is important to them for the present as well as the future.

Background Summary: The previous general discussion of curriculum for the mentally retarded has been presented to establish a frame of reference for the consideration of unit teaching. Teachers often regard the most superficial unit curriculum plans as sufficient utilization of the concept. They may teach a few short-term units on selected topics: holidays, or special events. However, they often fail to sequentially plan their units so that the concepts and skills taught through these units contribute to the continuity of their overall instructional program.

While there are critics of unit teaching, there are also numerous proponents of the method. It is interesting to note that it has been over 30 years since Ingram's book was first printed stressing the appropriateness of unit teaching for the mentally retarded. It has also been a number of years since one of the first publications of the U. S. Office of Education, pertaining specifically to curriculum and the unit method of teaching the retarded was published and edited by Elise Martens. Since then, numerous articles have appeared in professional journals

directly supporting the approach or indirectly substantiating it by considering techniques that are essential to unit teaching. In reviewing curriculum guides published by many public schools, it becomes apparent that a basic characteristic of these documents is the utilization of units to present the content of curriculum. While this consistency in the presentation of curriculum information on teaching the mentally retarded does not imply an endorsement of the method, it at least suggests that consideration be given.

The wide-spread reference and implied support for unit teaching of the mentally retarded indicate that inherent in the expressed philosophy is a concern for the practical application of skills and the need for a means of teaching which capitalizes on experiences and successes, and which contributes to the ultimate development of concepts the retarded child will need as an adult.

In teaching the mentally retarded, considerable responsibility rests with special class teachers. They must appraise instructional materials on the market and determine which materials are appropriate, which are mediocre and which are worthless to their needs. They also assume responsibility for modifying and developing teaching techniques. The degree to which teachers use the units enters into these decisions. Life Experience Units may constitute the major vehicle for classroom instruction or they may be effectively used in a limited way as a supplement to a program centered around the use of developmental series. It will be assumed throughout this guide that the teacher is interested in making extensive use of units in structuring learning experiences for the mentally retarded.

PART II

ORGANIZATIONAL CONSTRUCT FOR LIFE EXPERIENCE UNITS

The more notable the emphasis given to unit teaching in special classes for the mentally retarded, the greater the need for a systematic approach to the development and organization of these units. The choice of an experience unit approach does not free the teacher from the responsibility for structuring the sequential teaching of basic skills. Unit teaching offers the teacher the necessary flexibility to maximize experiences relative to the needs of the retarded and to focus on social development in a meaningful way. However, if considerable reliance is placed on units as a teaching technique, assurance must also be provided that academic skills are not ignored. When approached in a systematic fashion, the teaching of basic skills within an applicatory frame of reference can be accomplished.

As further support for the need for an organizational framework from which units can be developed, the following often voiced criticisms of unit teaching of the mentally retarded are discussed:

1. <u>Too much responsibility is placed on special class teachers for the sequential teaching of basic skills through unit teaching</u>....Once you deviate from adherence to basal series, the teacher assumes responsibility for structuring the instructional program to maintain sequence and at the same time provide sufficient scope. This is a legitimate view and reinforces the statement that if teachers are to rely on units, they must first strengthen their background in basic reading and arithmetic methods.

2. In unit teaching the teacher tends to take too many liberties in the selection of content...This appears to be less valid as a generalized criticism, if it is agreed that the curriculum should have high utility value for the individual and be geared to the demands he will encounter in daily life. Even if a more traditional approach is taken to the instructional program, the majority of the decisions on curriculum content must be influenced by the factors prevalent in the local environment of the children.

3. Units tend to lack continuity... Many teachers tend to select units and teach superficial information about the topic. This results in the student losing interest prior to the time when they are ready for the particular unit. This is a valid criticism, but again, this situation need not exist if teachers approach the development of units in a serious and systematic manner. Repetition is not omitted, but rather, involves the presentation of the same concept within different contexts and from different points of view with varying difficulty.

4. The development of units is time consuming....Granted, considerable time is required to develop good units. Much of the time spent in preparing units, however, is needless duplication of effort. If the teacher will follow some basic steps in developing her units, the amount of time required to prepare a unit can be minimized. The more units a teacher develops in accordance with a planned system, the more efficient she becomes and, consequently, the less time is involved. The ideas, techniques, and activities employed in unit teaching are cumulative and resources increase with each unit developed. Regardless of the proficiency of the teacher in

writing units, the task of teaching will probably remain more difficult than a textbook oriented program.

5. Not every teacher can be successful in using units....While this criticism can be generalized to all instructional approaches, it probably is most applicable to unit teaching, primarily because it requires an energetic, imaginative and knowledgeable person to successfully use units. Obviously, relying on units to serve as the core of an instructional program places many demands on the teacher that she could avoid if she used a textbook oriented approach.

BASIC CORE AREAS

The integrated Life Experience Unit Approach as discussed in this guide is based on six core areas of learning experience: arithmetic, social competencies, communication, safety, health, and vocational skills. In contrast to the development of units which focus on a narrow range of experience and information relevant to a specific topic, this approach suggests that every unit should include planned experiences in each core area. Naturally, some units lend themselves more easily to one area than another, e.g.; a unit on the Home and the Family may be strong in social competencies. However, sufficient learning experiences related to the unit topics can be incorporated from other core areas, including basic skill type activities, if consideration is given to each area in the early stages.

Following is a brief descriptive discussion of the six core areas. Refer to Chart I for a schematic illustration of how the core areas relate to specific units.

I. COMMUNICATION SKILLS

Communication skills are probably the least difficult of the abilities included in the core areas to integrate into a Life Experience Unit. Reading, writing, speaking, and listening are the major elements. Although reading and writing experiences cannot be over-stressed, speaking or the use of conversational speech should not be neglected. Conversational speech will generally be used much more by the retarded than reading or writing. The ultimate aim of this core, then, is the teaching of a functional vocabulary for speaking, listening, and recognition.

II. ARITHMETIC CONCEPTS

The arithmetic core should be geared to the teaching of arithmetic skills, including number facts and an understanding of their uses. Consideration must also be given to teaching concepts of measurement, time, money, comparisons, etc. When developing units for the educable mentally retarded, one must capitalize on every opportunity to introduce arithmetic concepts. The children within a class of educable mentally retarded will not likely have a common understanding of these concepts; therefore, one must be concerned with providing learning experiences in arithmetic concepts according to the various levels of competence in the class.

III. SOCIAL COMPETENCIES

The importance of this core cannot be over-stated. Regardless of the achievement in learning other skills, the success of the retarded in becoming socially and occupationally accepted will depend, to a large extent, upon his possession of good attitudes and traits. Most units offer unlimited opportunities for the introduction of this core. The retardate needs to be taught how to get along with others, the social graces of having guests and being a guest, desirable social habits expected by

employers, plus many more of sufficient importance to be included in a curriculum for educable mentally retarded. It is the lack of acceptable social attitudes and traits that often sets the retardate off and away from his peer group. He becomes stereotyped because of his social incompetence. This is a determining factor in the retardate assuming a contributing role in his community.

IV. HEALTH

The majority of units lend themselves to reinforcing this core. There is a strong tie, for instance, between the health core and social competencies. The retarded child must develop good health habits if he is to be accepted by society. Health should provide learning experiences relative to cleanliness, good grooming, dental care, food, growth, the preparation of meals, and other topics. These children should be taught proper health habits in using public facilities as well as personal hygiene. The flexibility of the nit pproach offers opportunities for practical application of these habits.

V. SAFETY

The effect of the safety core is realized in the child's mobility, his participation in school, his use of leisure time, and in his occupational pursuits. The acquisition of comprehensive safety practices necessitates continued emphasis on this core, as the retarded must be aware of safety hazards at home, at school, and on the job. Almost every unit provides such opportunities. However, when selecting units applicable to a specific level, consideration must be given to those having potential for teaching safety habits that meet the present needs of the retardate.

VI. VOCATIONAL SKILLS

Efforts toward successful vocational placement for the mentally retarded should be reflected in curriculum planning. Increased consideration

should be given to such vocational skills as (1) applying for a job, (2) completing application forms, and (3) good work habits on the intermediate and pre-vocational levels. However, the development of good attitudes and responsibility should begin at the primary level and continue to receive consideration at the upper levels.

The purpose of Chart I (see appendix) is to illustrate the intent of integrating the core areas into each unit. The selected units are not necessarily to be interpreted as recommended unit topics; rather they are included mainly for illustrative purposes. It should be noted that the references to art, music, and physical education do not constitute additional core areas. In many programs these areas are taught by special subject teachers or the children are grouped with children from regular classes for instruction. Their inclusion in the construct is to suggest that when appropriate, experiences in art, music, and physical education should be provided. Many units, particularly at advanced levels, will not lend themselves to these activities. The limited concern for this area is not to imply a relative unimportance.

PART III

DEVELOPMENTAL STEPS TO WRITING LIFE EXPERIENCE UNITS

The unit method of teaching educable mentally retarded children has received increased attention in recent years. Realizing the benefit which retarded children can obtain from a well-planned and effectively-taught unit, it is the intent of this outline to suggest procedures for developing Life Experience Units. The organizational structure is recommended as a desirable procedure. Basically, the Integrated Life Experience Unit Approach is the adaptation of practical every-day experiences into units

of work designed to facilitate the social growth and learning experiences of the educable mentally retarded. Into each unit are integrated planned experiences in arithmetic concepts, social competency, communication skills, health, safety, and vocational competencies.

The flexibility of this approach allows the teacher to draw upon practical every-day experiences that are familiar to the retarded and to develop these experiences into meaningful learning situations. Motivating the retarded becomes less of a problem when this pattern is followed.

The basic purpose of the developmental steps outlined in the following pages is to encourage the teacher to carefully plan her unit and in the process to accumulate a resource of ideas pertinent to the topic. Each step represents an evaluation of the merit of the material being considered. In other words, the idea of the preliminary step is to test the potential of the unit and to prepare the teacher for the writing of her lesson plans.

Many teachers approach the writing of units by briefly noting the major points to be covered and proceeding to write lesson plans. In many cases the result is a well-taught unit. However, even a well-taught unit may be inadequate if it fails to effectively cover the material. If considerable emphasis is being given to unit teaching in the curriculum, then it is essential that the unit be viewed as a tool for teaching more than specific information relative to an isolated topic. The teaching of academic skills must be considered an integral component to the unit teaching approach. The construct previously discussed and the developmental steps to be described on succeeding pages are designed to require a consideration of these broader curricular demands.

Preliminary Steps

Keep in mind that the purpose of the preliminary steps is to evaluate the potential of the unit and in the process to generate a resource of ideas on content, material, and techniques relative to the unit. To facilitate this effort questions are used to introduce each step. For illustrative purposes the completed step from the sample units accompanying this guide are inserted as examples following the outline of each portion. It should also be noted that in progressing through the preliminary steps the teacher is not attempting to write the steps in final form. Rather, the purpose is preliminary to the actual writing of lesson plans. As teachers become proficient in this procedure, the preliminary steps become somewhat routine.

DEVELOPMENTAL STEPS TO THE CONSTRUCTION OF LIFE EXPERIENCE UNITS FOR THE EDUCABLE MENTALLY RETARDED

Keep in mind that the purpose of the preliminary steps is to evaluate the potential of the unit and in the process to generate a resource of ideas on content, material, and techniques relative to the unit. To facilitate this effort questions are used to introduce each step. For illustrative purposes a starter unit on "Good Grooming" at the intermediate level has been included following this section of the guide. See page 23 for a description of the starter unit concept.

Preliminary Steps

I. RATIONALE: Select the unit you plan to teach. (What are the reasons for teaching this particular unit at the present time?)

A. When selecting a unit, you should consider the contributions that the unit can make to the total curriculum.

1. Review the units that have previously been taught.

2. Concern yourself with the needs of the class with respect to strengths and weaknesses in different core areas.

3. Unless past experiences with the class indicate a definite need for concentrated work in one core area, refrain from teaching more than one unit with major emphasis on the same core simultaneously.

4. Your personal interest is a poor criterion.

B. State your rationale in the form of a general objection.

1. It should reflect the basic reasons for teaching the unit.

2. The statement should also suggest the major results expected from the unit.

II. OBJECTIVE. In contrast to the global nature of the objectives incorporated into the rationale in Step I, this step should focus on specifying the scope of the unit. The objectives should suggest areas in which lessons can be developed but they should not be as specific

as the instructional objectives which will appear in the lesson plans.

A. Follow an outline form in stating objectives.

1. State the objectives.

2. Following the objectives, briefly list information which helps convey the intent.

B. Keep the ability level of the class members in mind when writing the objectives.

C. The objectives will later serve as a guide for the selection and development of lessons.

III. SUB-UNITS: A sub-unit is a fairly specific topic which is closely related to the basic theme. For example, food might be a sub-unit in a unit on the farm. (What are the possible related themes on which lessons can be grouped within the context of the unit topic?)

A. At this stage the actual generation of resource of ideas about the content and direction of your unit takes place. These sub-units will later represent collections of lessons. It is also quite probable that many sub-unit topics will be deleted as planning progresses.

1. This is the first test of the potential of the unit topic. If it is difficult to develop a list of more than 5 sub-unit topics, than the basic unit theme is probably too narrow.

2. This is the key step in reducing later efforts. Two or three lessons can easily be developed on each sub-unit. If the teacher does a good job of identifying sub-units relevant to the basic theme, then the lessons suggested by the sub-units will be interrelated.

B. Determining Sub-Units.

1. The sub-units should reinforce the basic unit.

2. Sub-units can be utilized to strengthen core areas in which the basic units show evidence of being weak.

3. The listing of possible sub-units will facilitate the organization of learning experiences and activities pertaining to the unit.

4. First list what appear to be logical sub-units in random order.

5. Later organize your sub-units into a sequential pattern.

IV. CORE ACTIVITIES: It is important that the core areas be well represented in each unit. The intent of this step is to encourage teachers to identify actual activities which can be utilized to teach each of the core areas. In other words, the teacher is asked to list specific activities she might use to teach arithmetic, social communication, safety, health, and vocational skills. (What activities can be used to teach the core area skills related to the topic of the unit?)

A. This is an important step in the development of a well-balanced unit. If this step is well done the task of writing actual lessons is made much easier.

B. This step is also a "test" to determine the strength of the unit in the different core areas.

C. Organizing activities.

1. Sometimes it is helpful to list random activities that are related to your basic unit, then categorize them according to basic core areas.

2. Arrange activities in some order convenient for use. Review each core area and weed out duplications. Also check to be sure they are properly categorized. Compare the activities with the pattern of sub-units developed in Step III. Again, the purpose is to generate ideas on activities and techniques so that a resource is available to draw upon when writing lesson plans.

V. <u>RESOURCE MATERIAL</u>: (What resource materials and/or people would be appropriate in teaching this unit?)

A. Compile a list of resource materials and people for possible utilization in teaching the unit.

B. There is generally an unlimited supply of materials for any given unit talk. These materials are available in many forms and from various sources.

1. Free and inexpensive materials from commercial companies, Chambers of Commerce, various civic departments, etc.

2. Field trips can and should be utilized to supplement units when they can definitely contribute to identifying the unit.

3. There is a wealth of material in the form of visual aids, films, records, magazines, newspapers and disposable items which may be used to advantage.

4. The construction of model stores, banks, and post offices may be used when they facilitate the understanding of a concept.

C. Resource people may be brought into the classroom for a demonstration, discussion, evaluation, or to stimulate responses.

1. Resource people may be used to advantage prior to or immediately following a field trip.

2. This provides an opportunity to evaluate the children's oral discussion and, also, their social attitudes in reference to having a guest in the classroom.

3. Use of Resource People

1. They should understand the nature of their audience.

2. The assignment should be clear to them.

3. The children should be prepared for the visit.

4. Their evaluation of the activity should be gained through a follow-up session.

VI. <u>VOCABULARY</u> (What words can most easily be taught in relation to this unit topic?)

A. One of the principal contributions which a Life Experience Unit should make to the retarded child's education is that of helping him develop a competent vocabulary. This vocabulary should include words which are relevant for speaking, writing, listening and reading.

B. Develop a basic list of words which are particularly relevant to the unit topic.

1. Be alert for opportunities to integrate these words into lessons in a meaningful way.

2. Allow for frequent written and spoken repetition of these words.

3. Provide opportunities for the children to use these words.

4. Provide opportunities for review of vocabulary words used in conjunction with other units.

C. In listing the vocabulary words considered crucial to the unit topic the teacher should keep in mind that the children will undoubtedly come up with additional words which should be included in the vocabulary list.

EVALUATION STEPS

If the preliminary steps have been well developed the teacher should have a resource of ideas regarding the content and scope of the unit from which to draw in writing lessons. These steps were designed to require the teachers to test the potential of the theme while in the process of preparing the unit. At this point each step should be reviewed in terms of its contribution to the lessons which need to be developed. The cumulative effect of completing the various steps should be kept in mind as each step is reviewed individually.

Step I. Rationale - should help bring into focus the overall purposes of the unit.

Step II. Objectives - should serve as a basis for writing individual lessons. The best of objectives in this step will provide direction for the development of instructional objectives to be included in the lesson plans.

Step III. Sub-Units - will be helpful in determining the scope of the unit. If the list of sub-units contain six or less items the unit themes may be too narrow.

Step IV. Core Activities - this step is particularly helpful in generating ideas on activities and techniques for teaching core area skills.

Step V. Resource Material - the review of other steps may help the teacher recall additional resources. Some units may make considerable use of field trips and resource people, while other units will rely more on resource materials. The more a teacher knows about the community, the more meaningful this step will be.

Step VI. Vocabulary - this step was placed last so that the teacher would have the general scope of the unit well in mind before attempting to build a vocabulary list. Teachers will want to make frequent additions to this step as the unit is taught.

Having completed the preliminary steps the task of writing the lessons should be relatively easy. Teachers will want to make frequent reference to the various preliminary steps as they enter the lesson writing phase. The major purpose thus far has been to maximize the teacher's knowledge of content and methodology most relevant to the selected unit topic.

PART IV

PREPARATION OF LESSON PLAN: FINAL STEP

Until this step, the emphasis has been on generating a resource of ideas on the unit topic and evaluating the potential and appropriateness of the unit. The organization of lesson plans will be sufficient direction for most teachers in presenting a unit. This does not mean that each lesson is written in such detail that exactly what the teacher is to do and say is included. Rather, it means stating instructional objectives for each lesson and specifying the activities the teacher plans to carry out in attaining the objectives.

Suggested Format: A variety of formats are used by teachers in writing units. The format suggested in this guide is relatively simple. While teachers should feel free to use a format of their own selection or design, all units prepared by SECDC will follow the format described in this section. Teachers are encouraged to be consistent in the use of a format.

Format

Objectives	Activities	Resources	Experience Chart

For an example of lesson plans written according to this format, refer to the starter unit on "Grooming" which accompanies this guide. In addition to the material in the following section, detailed suggestions for each column of the format appear on pages 28 and 29.

Column 1:

Objectives: Review the objectives listed previously in Step II. Then organize them into a sequence which most nearly reflects the pattern in which they are to be taught. Edit the objectives so that they are explicit. In general, one objective per lesson will be sufficient. However, in some situations it may be necessary to formulate two or three objectives for a given lesson. In such cases particular attention must be given to teaching toward each objective.

1. After listing the objectives for the lesson, explore behavior which is to be taught or modified. All objectives should relate to a change in the pupils' behavior, as behavior implies learning cognitive skills.

2. If a particular concept is to be developed through the lesson of if specific information is to be taught the objectives should suggest the level of proficiency the teacher expects from the children.

3. When listing concepts make them specific and keep in mind that if specific concepts are listed with objectives they should be organized in a sequence that will contribute to the accomplishment of the instructional objective.

4. In listing instructional objectives, it is imperative that consideration be given to evaluation. If an objective is worth teaching, attention must be given to determine whether or not the children actually achieve it.

Column 2:

Activities: In this column list the specific class activities which are planned for each lesson. Sufficient narrative information should be included so that another teacher reading the plans would be able to associate

the activities with particular class procedures. Also include in this column those vocabulary words which are intended to be stressed in the particular lesson. Although copies of the actual seatwork to be used need not be included, the exercise should be identified in this column. As you teach your unit indicate which activities are successful and which are not.

Column 3:

Resources: Specify the resource material or people. If a book is to be used, list the title, author, publisher, copyright date, and page numbers.

Column 4:

Experience Chart: Effective use of experience charts as a teaching tool and as a means of recording lessons is the key to successful unit teaching. Experience charts add continuity to the unit and provide a permanent source for review. The use made of experience charts in unit teaching is similar to that in teaching reading at the primary level, except that this serves a more general purpose. An immediate response to the suggested reliance on experience charts with the mentally retarded is often that the technique is most applicable at the primary level but that older pupils will find it too juvenile. This doesn't have to be the result. If the teacher places value on the technique and alters its use in terms of the content and the exercises taught to older students, they will accept it. Many teachers find that preparing the chart on transparencies and using an overhead projector has advantages with older students.

If it is not desirable to write out the story in advance, then attempt to duplicate it exactly on the experience chart during the

lesson. However, it is important that the teacher include in the lesson plans approximately what she hopes to end up with on the experience chart. It then becomes the responsibility of the teacher to stimulate discussion so that the children contribute a story which approximates the content planned by the teacher. Although experience charts do not determine the direction of the unit, they do assure continuity if appropriately used. In general, every lesson should be recorded on experience charts. This allows for frequent review and serves as a permanent record of the unit.

Commercially prepared tables are available or the teacher may assemble sheets of 24 x 30 lined newsprint. Regardless of which is used, the teacher will find the use of an easel of considerable assistance. The illustration on page 40 suggests a design which can be easily constructed by most custodians or students in a shop class.

Suggestions for teaching lessons:

1. Teach the unit, but don't talk the unit. All too frequently units fail because the teacher persists in talking the unit to death and then wonders why the children were not interested.
2. Plan your unit and record the successes and failures of the activities.
3. Always have an alternate activity in mind which you can bring in at any time.
4. Be prepared to switch the activity at a moment's notice.
5. Make the initial lesson motivating. Be an opportunist in capitalizing on experiences the children have had.
6. Follow each lesson with meaningful seatwork or small group work that can be carried out with a minimum of direction by the teacher.

Summary: The lack of prepared curriculum materials developed for the mentally retarded places considerable responsibility on the teacher for the modification and preparation of teaching materials. This situation coupled with the background typical of children in special classes makes the utilization of well-designed units a reasonable approach to teaching retarded children. This does not mean that the teacher should necessarily organize the total instructional program around Life Experience Units. However, if the curriculum content is to be relevant to the needs of special class pupils, an instructional approach similar to unit teaching becomes almost mandatory for certain aspects of the curriculum.

Summary or rationale: The intent of this guide has not been to provide an exhaustive "cookbook" on the preparation of units. Instead, the purpose has been to offer a brief description of the approach utilized by SECDC in the development of units. Inherent in this guide has been an emphasis on the teacher's concern for teaching basic skills and a plan for the systematic development of units.

Future publications of units of SECDC in the area of unit teaching will focus on the following:

1. The organization of units into a year's plan of work
2. Evaluation of unit activities
3. The development of a basic skill inventory as a reference in developing units
4. The preparation of partially completed units (Starter Units) covering a wide range of topics

GUIDE FOR WRITING EXPERIENCE UNIT PLANS

The purpose of this guide is to serve as a reference in the development of "Life Experience Units." It is suggested that the format used in developing lesson plans for "Life Experience Units" be similar to the format of this guide. Each of the four areas should be considered in the development of a "Life Experience Unit." Under each heading is listed several suggestions that should facilitate the development of a complete unit.

OBJECTIVES

1. List specific objectives.
2. Consider the following core areas:
   a. Social
   b. Occupational
   c. Health
   d. Safety
   e. Language development
   f. Arithmetic
3. Correlation with related units.
4. Will the lesson contribute to the development of good work and study habits?
5. Will it help to develop skills?
   a. Academic
   b. Manipulative
6. Practical application of lesson
7. Will it help the student make

ACTIVITIES

1. Experience chart - valuable activity
2. Discussion activities
   a. Relating personal experiences
   b. Discussion on specific topic
3. Reports
4. Collections
   a. Pictures
   b. Objects, etc.
5. Art activities
6. Puppet show
7. Dramatizations
8. <u>Seat Work</u>:

READING

1. Alphabetizing exercise
2. Multiple choice
3. Completion exercise
4. True and false
5. Punctuation and completion
6. Develop original sentences

RESOURCE MATERIALS

1. Posters
2. Bulletin boards
   a. Use concrete materials
   b. Attractive and interesting to age group
3. Supplementary materials
   a. Many companies have free materials available that can be used to supplement units.
      b. Railroads
      c. Health org.
      d. Safety org.
      e. Dairy, etc.
4. Resource people in the community
5. Pictures
6. Magazines
7. Use of materials such as:
   a. Food cartons
   b. Straws
   c. Milk cartons

EXPERIENCE CHART

1. Prepare a brief outline for each lesson, including the concept that you plan to teach during the lesson
2. Select vocabulary words that seem crucial to the unit
3. Separate vocabulary into spelling and recognition groups
4. Use pictures when necessary to illustrate a concept.
5. Use manuscript or cursive according to your group
6. Stimulate interest so that the students will want to contribute to the building of the chart
7. Refrain from making the unit too verbal
8. Solicit student participation in constructing the experience chart

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL, EXPERIENCE CHART
better use of his leisure time?	7. Flashcard drill 8. Fill in missing letter. 9. Matching word game. 10. Silent reading. 11. Association of picture and label 12. Organization of sentences into sequence. 13. Picture cards with label on reverse side. 14. Exercise to stimulate the following of directions.	8. Audio-Visual Materials a. Movies b. Film strips c. Tape recorder d. Phonograph e. Television Models a. Farm b. City, etc.

ARITHMETIC

1. Number recognition
2. Counting objects
3. Measuring
4. Money exercises
5. Relating numerals to objects.
6. Grouping of twos, fives and tens.
7. Number work sheets -- addition, subtraction, etc.
8. Association of number word with numeral.

SPELLING

1. Missing letter exercise
2. Match words and pictures
3. Selecting correctly spelled words from misspelled words
4. Correct usage exercise

WRITING

1. Writing labels to pictures and objects
2. Copy material from the printed form
3. Writing sentences and stories
4. Writing numerals and number words
5. Writing the alphabet

STARTER UNITS

One of the major objectives of SECDC services is to make the use of SECDC materials a learning experience for the teacher. For this reason most of the materials are developed with the idea that teachers can expand and modify them to the needs of their pupils. The "Starter Units" include the completed preliminary steps and approximately ten lessons. The lessons are representative and not necessarily the first ten lessons of the unit. Sufficient information is provided to assist those teachers who wish to develop the unit more extensively.

Once a year SECDC will issue a collection of "Starter Units" on different topics. They are also incorporated in most of the other curriculum publications. The guidelines discussed in previous sections of this guide are followed in writing all "Starter Units."

STARTER UNIT

Grooming

Step I. Rationale

The development of good grooming habits is important for educable mentally retarded adolescents, for a well-groomed appearance contributes to social acceptability and a feeling of self-confidence. Since good grooming practices are often not emphasized in the homes of many educable mentally retarded children, this topic is very relevant to the curriculum. In contrast to some unit topics which are more opportunely taught at one specific age level this particular topic should be stressed at all age levels. Teachers will find numerous opportunities for the incidental teaching of good grooming practices in addition to the time spent in teaching a unit specifically dealing with good grooming.

Step II. Objectives

A. Self-Evaluation
B. Personal Cleanliness
C. Advertising
D. Clothing
E. Home and Family
F. Weather
G. Fashions
H. Leisure Time
I. Health Habits
J. Food
K. Cosmetics and Sundries
L. Money
M. Safety
N. Courtesy
O. Mental Health

Step III. Sub-Units

A. To develop the realization of why good grooming is socially and vocationally necessary

B. To develop good personal grooming practices

1. Body cleanliness

2. Proper skin care

3. Hair styling and care

4. Care of teeth

5. Nail care

C. To learn about proper care and selection of clothing

1. Keeping clothes clean

2. Proper care of clothing

3. Selection of appropriate clothing

4. Selection of attractive styles, color combinations and accessories

D. To recognize that health habits affect personal appearance

1. Diet

2. Rest

3. Exercise

4. Weight and Height

5. Posture

6. Disposition

E. To learn to use cosmetics and sundries correctly

F. To develop the realization that behavior is indirectly affected by good grooming

Step IV. Core Activities

A. Arithmetic Activities

1. Read figures on shampoo bottles to determine which contains the most shampoo

2. Compare costs of different kinds of clothing

3. Figure costs of cosmetics and grooming aids used

4. Measure to find height, weight, clothes sizes

5. Determine costs of dry cleaning, using the laundromat, shoe repair, etc.

6. Discuss weekly shampoos, daily baths, daily teeth brushing, yearly dental examinations
7. Compare the cost of home permanent and professional permanents; home haircuts and those in barbershops
8. Buy items to put in a mending kit and shoeshine kit

B. Social Competency Activities

1. Look in a mirror and evaluate own personal appearance
2. Discuss impressions and attitudes toward people who are not well-groomed
3. Have a beautician, a cosmetics saleslady and a barber discuss and demonstrate appropriate teen-age hair styles, cosmetics, and grooming practices
4. Arrange a style show of becoming fashions for young people
5. Make a wheel chart showing items necessary for good grooming
6. Demonstrate proper ways to store clothing; mend or repair clothing; press or iron clothing
7. Make a shoeshine kit; a mending kit
8. Read the school's regulations concerning appropriate apparel; discuss reasons for such regulations
9. Dramatize how people feel and act when they are not well-groomed; compare with when they are well-groomed
10. Make bulletin board display of advertisements for grooming products; critically evaluate information and impressions given
11. Show examples of fads, extreme fashion and hair styles, etc.

C. Communications Skills Activities

1. Find information in health books using table of contents and index
2. Write letters requesting free materials and samples
3. Make check lists of grooming products, good grooming practices, appropriate clothing, health rules, etc.

4. Read and listen to advertisements for grooming products
5. Use telephone to schedule an appointment at a beauty shop
6. Read labels and directions for shampoos, deodorants, hair creams, home permanents, skin preparations, etc.
7. Listen to and summarize talks of resource people

D. Safety Activities

1. Demonstrate safety precautions to observe when using deodorants, skin preparations, tazors, etc.
2. Make posters showing safety rules to follow in the bathtub and shower
3. Dramatize importance of keeping hair out of the eyes; eye glasses clean; clothing in good repair, etc.
4. Tape record a student interview with a doctor about the dangers of diet pills, crash diets, etc.

E. Health Activities

1. List leisure time activities that provide good exercise
2. Use shadow pictures on the overhead projector to illustrate examples of good and poor posture
3. Observe experimental rats; note differences in appearance due to different diets
4. Write experience charts about increased need for good grooming practices as puberty is reached
5. Get information from doctors about diets for adolescents who are over-weight
6. Tape record interviews with students concerning lack of sleep, adequate rest; how they act and feel when tired, how they look, etc. Use interviews in dramatizes TV commercials promotion a produce called Rest.
7. Prepare a bulletin board showing pictures of people who are worried,

angry, happy, silly, etc.; write sentences telling how the person's disposition affects their appearance

8. Discuss importance of not using someone else's combs, brushes, lipsticks, etc.
9. Demonstrate and practice filing nails, brushing teeth, washing clothes, etc.
10. View movies about good health habits

F. Vocational Competency Activities

1. Dramatize situations where both well-groomed and poorly-groomed individuals apply for a job
2. Find pictures of appropriate dress for various kinds of jobs
3. Dramatize jobs which students might apply for, such as a paper route, mowing lawns, shoveling walks, babysitting, light house cleaning, shoe shining, running errands

Step V. Resource Materials

Resource speakers - beautician, barber, cosmetics sales representative, doctor, home economics teacher

Clothing from department store for style show

Shampoo, deodorants, soap, cosmetics, grooming aids, etc.

Full-length mirror

Bulletin boards

Experience charts

Pictures for bulletin boards, charts, etc.

Old catalogs and magazines

Art materials

Materials for mending kits, shoe shine kits

Advertisements for grooming products

Free and inexpensive pamphlets and materials

FINAL STEP

Sample lesson plans for ten lessons are included in this starter unit. These lessons do not attempt to cover the entire unit topic but rather should serve as a guide for the teacher.

The first lesson suggests how the unit may be introduced and covers the first general objective, A. To develop the realization of why good grooming is socially and vocationally necessary.

The next six lessons are all lettered B and are concerned with teaching the objectives, B. To develop good personal grooming practices. The assumption is made that students have received instruction in sex education prior to the lesson dealing with grooming practices necessary as puberty is reached. These six lesson plans do not encompass the entire objective.

The last three lessons deal with the fourth general objective, D. To recognize that health habits affect personal appearance. These plans, again, do not cover the objective in its entirety.

Newspapers, telephone directory

Iron, ironing board

Health books, trade books

Tape recorder

Overhead projector

Films and filmstrips

Experimental rats

Teen-age magazines such as American Girl, Boy's Life, Young Miss, etc.

Step VI. Vocabulary

grooming	home permanent	mend
habits	shoeshine	rest
personal	beautician	menstruation
adolescents	barber	oil glands
cosmetics	appropriate	odor
grooming aids	fashions	disposition
attractive	apparel	dandruff
appearance	advertisement	blemish
shampoo	product	pimple
deodorant	fad	acne
anti-perspirant	extreme	complexion
hair cream	appointment	cleanliness
make-up	label	expensive
height	directions	ounce, oz.
weight	caution	perspiration
clothes	diet	evaporate
dry clean	crash diet	germ
launder	posture	brand names of grooming products
repair	exercise	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
A. To develop the realization of why good grooming is socially and vocationally necessary	1. Introduce unit with discussion of bulletin board; ask if it matters how you look when you go downtown shopping, when you come to school, when you meet someone for the first time, when you apply for a job, etc. 2. Play a tape recording of the material on p. 152 and the first column on p. 153 in Choosing Your Goals. This discusses first impressions and the importance of caring enough about yourself to want to present an attractive appearance. 3. Dramatize situations in which the students apply for a job. Have some students appear well-groomed while others are sloppy and messy looking. Possible job situations: paper routes, mowing laws, shoveling sidewalks, shoe shining, babysitting, light house cleaning, running errands 4. Hold a panel discussion with four or five students and the teacher as moderator. Guide discussion by asking what someone sees or looks for when meeting a person for the first time; the students' impressions and attitudes toward people who are not well-groomed; what an employer thinks when he views the personal appearance of an applicant. 5. See film, "Keeping Clean and Neat." 6. Write experience chart and read orally 7. Seatwork: Students copy experience chart to put in "A Grooming Notebook". 8. Vocabulary: appearance, advertise, grooming,	Bulletin board - caption, Does It Matter How You Look? Pictures from magazines showing young people who are well-groomed, girls with hair up on rollers, boys with long hair and black leather jackets, etc. Tape recorder Choosing Your Goals Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill.; 1967. Film Keeping Clean and Neat; U-4428; Audio-Visual Center, Division of Extension and University Services, The University of Iowa, Iowa City, Ia., 52240.	Your Appearance Advertises You The way you look tells other people a lot about yourself. It tells whether you care enough to do a good job of taking care of yourself and your things. A good appearance is determined by: 1. clean and neat clothing 2. personal cleanliness 3. hair care 4. make-up and skin care 5. posture 6. your health 7. The expression on your face

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	personal, attractive, determine	Chart paper Picture of an attractive, well-groomed person to put on experience chart Paper and pencil	
B. To develop good personal grooming practices 1. Body cleanliness a. daily bath or shower	1. Show the first picture to the class. Put up on bulletin board and attach one of the soap wrappers. Indicate the soap figure's speech by writing on poster paper, "Baby, do you need me!"; fasten on bulletin board. Put up the next two pictures and two more wrapper figures; discuss the obvious need for a bath when doing an activity which makes us very dirty. 2. Display last picture and show the soap figure saying, "Baby, you need me, too." Discuss that we cannot always see dirt on our bodies but that it may still be there; that just moving about and doing everyday activities such as going to school exposes us to dirt that is in the air, etc. 3. Have students look at their arms or hands; choose a place which looks clean; rub the skin with a cotton ball dampened with rubbing alcohol. Notice the dirt on the cotton. 4. Discuss that we need to take a bath or shower every day to wash off this dirt and also wash off sweat or perspiration. Talk about the function of sweat glands - moisture comes out on the skin and dries or evaporates. This helps our body keep	Bulletin board Pictures from magazines showing: 1. a baseball player sliding into home plate 2. a teen-ager working on a hot rod 3. a girl working in a garden 4. students coming out of a school building Four empty bath soap wrappers with magic markers and pipe cleaner legs and arms Poster paper Rubbing alcohol and cotton balls	Don't Be a Square! Keep Clean Dirt can be on our skin even though we may not be able to see it. Our sweat glands help us to keep cool. But if sweat isn't washed off it will collect germs and make a bad odor. We need a bath or shower every day. Use plenty of soap. Just getting wet isn't enough! A daily bath is one of the most

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	cool. We sweat most under our arms. Sweat or perspiration does not have an odor itself but when it comes in touch with germs on the skin it can smell very bad. 5. Stress again, the importance of taking a bath every day; keeping our bodies clean is one of the most important good grooming rules for it makes us look neat and nice and helps prevent unpleasant body odors. 6. Write experience chart and read orally. 7. Seatwork: Have students draw a series of pictures showing their activities during the past week where they would need "Soapy" - the bar of soap. Write a sentence describing each picture. 8. Vocabulary: sweat, perspiration, evaporate, odor, germ	Chart paper Picture of a person taking a shower to mount on experience chart Newsprint Crayons pencils Duplicated experience chart story for notebooks	important grooming rules.
B. Good personal grooming practices (Cont'd.) 1. Body cleanliness	1. Review previous lesson on daily bathing by re-reading experience chart, Don't Be a Square! Keep Clean. Discuss that even when we take a bath or shower every day we need to use a deodorant under our arms to help prevent the sweat from smelling bad. 2. Display different brands and kinds of deodorants and anti-perspirants. Explain that a deodorant	Experience chart Samples of several brands of deodor-	Deodorants and Anti-Perspirants We use a deodorant to stop odor and an anti-perspirant to stop perspiration or sweating. Sometimes the two

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
b. Daily use of deodorants and anti-perspirants	stops odor and anti-perspirant helps stop perspiration or sweating. Sometimes the two are combined in one product. Look at the labels to find out what each product is. Point out that anti-perspirants are usually in the cream or roll-on form and that the sprays are usually just deodorants.	dorants and anti-perspirants. Include sprays, roll-ons, sticks, creams, pads	are combined into one product. Deodorants should be put on every day before we go some place. We have to be clean in the first place, though.
	3. Discuss putting on deodorants after taking a bath every morning before coming to school, before going somewhere like a movie or shopping, etc. Stress that it is important to be clean before putting on deodorant, however. The products won't cover up an odor that is already there.		Perspiration under our arms can smell very bad. This can bother the people who have to be around us. This is why it is important to use a deodorant every day.
	4. Display ads for deodorant soaps such as Dial or Palmolive. Discuss that while these can help to stop odor they are not enough - a deodorant is needed, also.	Ads from magazines for deodorant soaps	
	5. Point out that while one brand of deodorant seems to work well for one person, someone else may not like that brand at all. Let students use the products each day when they come to school until they find one which they feel works best for them.		
	6. Write experience chart	Chart paper Picture of a bottle of deodorant to put on experience chart	
	7. Seatwork: Fill in a chart listing brand of product, type (spray, roll-on, etc.), kind (deodorant or anti-perspirant or both), and cost. Refer to samples of products.	Duplicated experience chart story for notebooks	
	8. Vocabulary: product, deodorant, anti-perspirant, sprays, roll-on, cream, pads, stick, brand names of deodorant products		

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Good personal grooming practices (Con't.) 1b. Deodorants and anti-perspirants (Cont'd.) (1) Directions for use	1. Review previous lesson on daily use of deodorants by re-reading and discussing experience chart, Deodorants and Anti-Perspirants. 2. Point out that there are certain cautions and directions to follow when using these products. Directions are always printed on the box, bottle or jar, etc. Examine samples and read the labels. Discuss what the directions mean and why we need to read them. For example, the lable on a can of Right Guard spray states, "Hold can about 6 inches from underarm. Spray 2 seconds. Never spray toward face or open flame. Keep from extreme cold or heat. Do not puncture can or incinerate." 3. On a student, measure 6 inches with a tape measure; time 2 seconds with the second hand on the clock. 4. Discuss not spraying too long and wasting the deodorant, etc. Talk about the precautions to follow - breathing in the spray could hurt you; spraying into an open flame like a cigarette lighter could cause an explosion; letting the can freeze or putting it in a window in the direct sunlight in the summertime might make it explode. Define the word "incinerate"; suggest putting empty cans with the garbage for the garbage men to pick up, or putting with old tin cans to be taken to the dump. Stress always reading directions before using any product. 5. Write experience chart	Experience chart Samples of deodorants and anti-perspirants Tape measure Clock Chart paper	Read the Directions First Directions are always printed on the label or the box that the deodorant comes in. The directions usually tell: 1) How to put on or apply 2) How much to use 3) Cautions to follow We should always read the directions before we use any product. If we don't follow the directions the product may not work as it should. We might waste some by using too much. The directions also tell us how to use the product safely.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. Good personal grooming practices (Cont'd.) 1b. Deodorants and antiperspirants (Cont'd.) 2) Advertisements	1. Assign students to look through magazines and cut out advertisements for deodorants. Display on bulletin board. Also have students note commercials on TV and relate the situations portrayed. 2. Discuss that the companies that make deodorants and other products advertise in magazines and on TV so they'll be able to sell more of their products. Advertising can help us by making us aware of useful products that we can buy. But, advertising can be rather bad if we aren't a little critical of what we see and hear. 3. Point out the ads for Secret that insinuate that using this deodorant is all that's needed to gain popularity. Discuss what makes people popular - their happy personality, a friendly and helpful attitude, well-groomed appearance (which does not necessarily mean being a beauty queen), etc. Discuss that a strong perspiration odor does not make you pleasant to be near, but it takes a lot more than just using a deodorant to make you popular. 4. Look at an ad which uses sex appeal, such as one for 007 products that states, "Now, dare to give him what he really wants - 007, the bold new grooming aids that make any man dangerous." Say that many ads and commercials show sexy girls in low-cut or tight dresses because they think this will get people to buy more deodorant and other products. Stress that a deodorant alone will not make a person sexy. Find several examples of such ads and guide students in evaluating them.	Old magazines Bulletin Board Ads that suggest the products guarantee popularity and happiness Ads that emphasize sex	Ads and Commercials Advertising can help us by telling us about products and how to use them. Just using a certain brand won't make us more popular or happy, though. Some ads suggest this. Some ads show sexy girls to try to sell more deodorants. The brand of deodorant that is advertised the most is not necessarily the best kind. We need to think for ourselves and not believe everything the ads say.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	5. On bulletin board showing ads found in magazines, count the number of ads found for the same brand. Have students keep a record of the brands of deodorants advertised on TV in one evening or for two or three days. Discuss that the brands which are most highly advertised are not necessarily the best brand. For example, various sprays are advertised the most but these are the most expensive. Some creams and roll-ons might be better for students to use for they are cheaper and they often are anti-perspirants as well as deodorants - this might be quite important for teen-agers who are active and growing.		
	6. Stress again that one single product will not completely change us or our lives. Ads are helpful by telling us about products, but they want to sell as many bottles of deodorant as possible. Suggest that as the students are growing up, they're able to begin thinking for themselves and deciding what is best for them. This will mean buying a deodorant that works for <u>them</u> and is not real expensive. The way to make this decision is by trying different brands, figuring and comparing prices, and by being aware that ads and commercials are trying to sell as much deodorant as possible.		
	7. Write experience chart	Chart paper	
	8. Seatwork: Copy experience chart for notebook. Find an ad to illustrate the point made in each paragraph; paste onto notebook paper.	Deodorant ad from a magazine to mount on experience chart	
	9. Vocabulary: advertisement, expensive, brand, sex appeal, popular	Paper and pencils Magazines Paste	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
B. To develop good personal grooming practices (Cont'd.) 2. Proper skin care a. Cleanliness b. Skin products	1. Introduce topic of proper skin care by showing film, "Care of the Skin," and by reading pp. 147-150 in Understanding Your Needs. 2. Demonstrate correct way to wash face and hands; stress importance of establishing a daily routine for washing face twice a day, keeping hands clean by repeated washing throughout the day. 3. Discuss that each person should have his own towel and washcloth; these should be washed once a week (or more often in the summer when they may become sour smelling). 4. Look in mail order cataloges for the prices of towel racks; discuss and show how these can be put up on the bathroom or kitchen wall to provide extra drying space 5. Display various brands of bath soap, bath oils and bubble bath, hand creams, chapsticks, face creams, body lotions, etc. Compare prices of the different products; bring out that soaps like Ivory or Lava are less expensive than Dial, Zest, or Phase III; that plain baby oil can be used in the bath water and as a lotion and it is cheaper and perhaps better for the skin than highly perfumed lotions and bubble baths. Note that a product like Noxema can be used as a cleansing cream as well as a lotion and it is not as expensive as some other preprations. Also emphasize that the bath size soap bars, the large size bottles, etc. are usually the best buy; read labels to find number of ounces in each size and compare costs.	Film, Care of the Skin, U-2944; Audio-Visual Center, Division of Extension and University Services. The University of Iowa, Iowa City, Iowa, 52240. Understanding Your Needs; Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni; Lyons and Carnahan; Chicago, Ill., 1967 different brands and sizes of bath soap, oils and bubble bath, hand creams, chapstick, face creams, body lotions.	Your Skin Is Showing The way your skin looks tells a lot about your grooming habits. The most important skin care rule is cleanliness. Wash your face with soap in the morning and at night. Keep your hands clean all day long. Using someone else's washcloth and towel might spread germs. There are many skin products that you can buy. Some are more expensive than others. Usually the biggest size bar of soap or jar of hand cream is the best buy.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	6. Discuss using a hand lotion to keep hands from becoming chapped and sore, especially in the winter time. Show a lotion like Cornhuskers that the boys would use. Also, show Vasoline or Chapstick and discuss using on lips regularly. Stress that rough, red and chapped hands and lips do not look nice.		
	7. Write experience chart and read orally.	Chart paper	
	8. Seatwork: Worksheets with problems about costs of skin care products. Sample items: (1) You can buy 3 bath size bars of Ivory soap for 34¢. You can buy 2 bath size bars of Zest for 34¢. How much does each bar of soap cost? (2) A 6 oz. jar of Aquamarine hand lotion costs $1.25. A 6 oz. jar of Pacquins lotion costs 69¢. How much more does Aquarmarine cost? (3) A 3 oz. jar of Noxema costs 69¢. A 6 oz. jar of Noxema costs $1.00. If you bought two 3 oz. jars how much would it cost? How much money would you save by buying the big 6 oz. size jar?	Picture of a person washing his face to put on experience chart Duplicated worksheets	
	9. Vocabulary: cleanliness, oil glands, expensive, ounce, oz., product, oils, creams, cleansing, lotions, chapped		
B. To develop good personal grooming practices (Cont'd.) 2. Proper skin care (Cont'd.)	1. Review previous lesson by re-reading experience chart, Your Skin Is Showing. 2. Show film, Who Will Come to my Party? which shows how acne can be controlled with skin care and medical attention. Stress importance of cleanliness, keeping hands away from pimples and blemishes, etc. Show special soaps and products such as Cuticura or Clearasil. Have students	Experience chart Film: Who Will Come to my Party? Westwood Pharmaceutical; available from Modern Talking Picture Service, 1212	We're Getting Older When we become adolescents our bodies begin to change in several ways. Too much oil from our oil glands can make

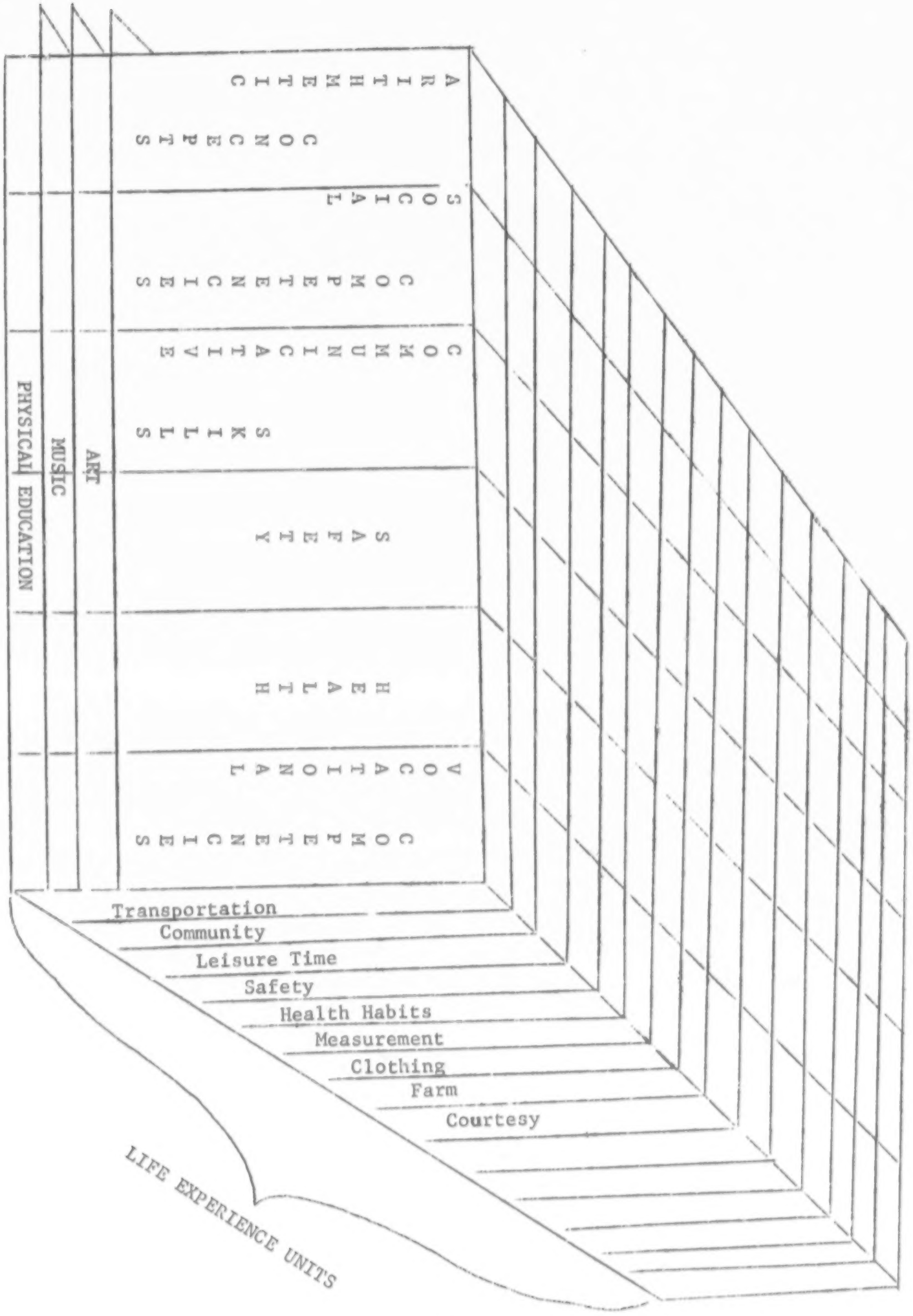
OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
c. Effects of puberty	read the directions on the labels and discuss importance of following these directions carefully. These products can be bought at most supermarkets or in drug stores. Emphasize going to the doctor with severe cases of acne.	Avenue of the Americas, New York, N. Y. 10036	our hair oily and can make our complexion look bad. It's important to wash our hair and face often.
	3. Discuss that as we grow older our body begins to change in several ways. The oil glands in the skin sometimes produce too much oil which contributes to acne and can make our hair oily. The sweat glands sometimes seem to work over-time and we can perspire quite a bit. Hair begins to grow under arms, on legs; boys may be getting beards. Discuss girls shaving their legs and underarms; boys shaving; and demonstrate safety procedures to use with razors, safe disposal of razor blades, keeping razors and blades out of the reach of younger brothers and sisters, etc.	Special soaps and products such as Cuticura or Clearasil Water, towels, washcloths Safety razors and blades Shaving creams, after-shave lotions	We may sweat more than usual so daily baths are especially important. Boys may begin to shave and girls need to shave their legs and underarms so they'll look neat. When girls begin to menstruate a daily bath is very important.
	4. Discuss that when girls begin to menstruate they may perspire more during their period; daily baths are extremely important to guard against unpleasant odor.		
	5. Write experience chart. Read orally.	Chart paper Picture of a young man shaving to put on experience chart	
	6. Seatwork: Have students copy experience chart and put in Grooming notebooks. Also write definitions for the following words: adolescent, complexion, odor, daily, perspire.		
	7. Vocabulary: adolescent, complexion, odor, daily, perspire, oil, shave, menstruate	Pencils and paper	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
D. To recognize that health habits affect personal appearance 1. Diet	1. Secure two experimental rats for a classroom experiment. Feed one a good, balanced diet while giving the other one a poor diet. Have students keep accurate records of food given the rats each day. Take pictures of the rats periodically; date and correlate with the records of food given to the animals. 2. Compare the appearance and actions of the two rats and discuss why there is such a difference. Then begin to feed both animals a proper diet and record the changes that take place. 3. Discuss the effect of what we eat on our appearance. Show a series of cartoon sketches and discuss the following points: 1. Rich, greasy foods and too much choclate or candy can make acne much worse. 2. Too many heavy, starchy foods (or just too much food!) can result in over-weight. 3. An unbalanced diet can contribute to a dull pallor and unhealthy-looking coloring. 4. Improper eating habits can make us feel and look sluggish and lazy. 4. View films, Balance Your Diet for Health and Appearance, and It's All in Knowing How. Discuss and evaluate. 5. Write experience chart and read orally. 6. Seatwork: Write caption at the top of a sheet of newsprint - Too Many of These Foods Will Make Me Look Like This. Draw a picture of a fat, unhealthy figure; then look in magazines for pictures of foods such as choclate candy, potato chips, nuts, etc.	Two experimental rats, cages, food Camera and film Overhead projector Transparancies showing cartoon characters: 1. face covered with pimples and blemishes 2. A figure very overweight 3. face with a gray, dull complexion 4. a figure lethargically draped over a chair Films: Balance Your Diet for Health and Appearance, U-5463. It's All in Knowing How, I-3832	Watch What Goes In Your Mouth What we eat can make a big difference in the way we look. Candy and nuts or too many french fries can make our face break out. Eating too much can make us fat. Eating enough vegetables and fruit can help us to have a healthy looking skin and coloring. Eating proper food has a lot to do with the way we feel. When we eat right it helps us to feel ambitious and cheerful.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	7. Vocabulary: balanced diet, greasy, starchy, coloring	Audio-Visual Center, Division of Extension and University Services, University of Iowa, Iowa City, Iowa 52240 Chart paper Picture to put on experience chart of a teenager eating food Newsprint Old magazines Paste, scissors, crayons Duplicated experience chart	Get Some REST Today! Getting enough rest makes a difference in the way we look. If we've had enough sleep we will look bright and peppy. If we feel good we will look happy. A tired person has dark circles around his eyes and he may look pale. He may be too tired to comb his hair right or take good care of his clothes.
D. To recognize that health habits affect personal appearance (Cont'd.) 2. Rest	1. Introduce the health habit of adequate rest by seeing the films, Sleep for Health, and Rest That Builds Good Health. 2. Dramatize a situation where a TV announcer interviews people concerning a product called REST. The announcer asks the students if they've used this product, how much they've used it, how it makes them feel, how it makes them act, how it makes them look. Have some interviewees tell how they felt and looked before using the produce and what a change it made. Tape record these interviews.	Films: Sleep for Health U-3174 and Rest That Builds Good Health, U-3589 Audio-Visual Center, Division of Extension and University Services, The University of Iowa, Iowa City, Iowa 52240	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL	EXPERIENCE CHART
	3. Have students plan and produce TV commercials using these interviews. Make pictures, signs and slogans to show; write scripts; time each presentation; select students for "before and after" pictures, etc. 4. Write experience chart and read orally. 5. Seatwork: Worksheet. Sample items: (1) Jim went to bed at 10:00. He got up at 7:00. How many hours did he sleep? (2) Bob has to get up at 5:00 to run his paper route. He wants to get nine hours of sleep. What time should he go to bed? (3) John watches the late movie on TV until 12:30. He has to get up at 8:00 to get ready for school. How many hours sleep does he get? (4) The Adams family all get up at 7:00 each morning. The baby sleeps 11 hours. Jane sleeps 9 hours. Mr. & Mrs. Adams sleep 8 hours. What time does each person go to bed? 6. Vocabulary: rest, tired, pale	Tape recorder Chart paper Picture for experience chart Duplicated experience chart story for notebooks Worksheets	
D. Health habits affect personal appearance (Cont'd.) 3. Exercise	1. Review health habits by rereading experience charts Watch What Goes in Your Mouth and Get Some REST Today. Discuss that getting enough good exercise is also an important health habit that helps us look better. 2. List on chalkboard activities which students do in their leisure time that provide good exercise. Discuss and demonstrate additional exercises such as push-ups, sit-ups, etc. Suggestions for good activities are found on pp. 37-53 of Choosing Your Goals.	Experience charts Chalkboard Choosing Your Goals: Leslie W. Irwin, Dana Farnsworth, Florence Fraumeni Lyons and Carnahan: Chicago, Ill. 1967	Make Your Muscles Work We can have fun and improve our grooming by being outside and getting exercise and fresh air. Our skin will glow from the better circulation of blood in our bodies.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	3. Write experience chart and read orally. 4. Seatwork: Copy experience chart story to put in Grooming notebooks. Draw pictures to illustrate story. 5. Vocabulary: exercise, circulation	Chart paper Picture for experience chart which shows youngster roller skating or swimming, etc. Paper and pencils Crayons	Exercise helps us to eat more, sleep better and we find it easier to sit quietly in class. Walking, swimming, or doing push-ups gives us good exercise.


PHYSICAL EDUCATION
MUSIC
ART
ARITHMETIC CONCEPTS
SOCIAL COMPETENCIES
COMMUNITY ACTIVITIES
SCIENCE ACTIVITIES
SAFETY
HEALTH
CULTURAL ACTIVITIES
COMPETENCIES
Transportation
Community
Leisure Time
Safety
Health Habits
Measurement
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Courtesy
LIFE EXPERIENCE UNITS